

# City College News

GEORGE BROWN COLLEGE

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## Enrolment falls significantly

First semester enrolment in post-secondary programs at George Brown has fallen less than one per cent from last year.

However, a sharper decline in the number of returning students has caused a drop in total fall enrolment of more than three per cent, says College Registrar Dr. Garry Watson. This decrease will have a significant negative impact on future financing for the College.

Staff of academic divisions and the Registrar's Department are now tracking down students who are attending classes but have not registered, he says.

By Oct. 17, 3,179 new students had registered in post-secondary programs - a decline of six students from the same time a year ago.

The decline in new students was most pronounced in School of Business and Fashion Division programs.

Business enrolment was down 22 per cent from 1987, Fashion fell 20 per cent, and Graphic Arts had a slight decrease. On the other hand, Community Services had an 18.4 per cent increase in new students, while Health Sciences (0.8 per cent), Hospitality (5.4 per cent) and Technology (3.6 per cent) all had small increases. A doubled class of Pre-health students boosted Academic Division enrolment by 78 per cent.

Enrolment fell at all Metro community colleges, with the largest decline, of more than seven per cent, at Centennial College. However, Centennial reported a 5 per cent increase in new student enrolment.

Province-wide, enrolment fell half a per cent for a total enrolment of 95,745 students by mid-September.

Continuing Education and Marketing Dean Bob Struthers told the Board of Governors in early October that there are a variety of reasons for the decline at George Brown:

- A smaller number of secondary school graduates.
- A booming job market that is luring potential students into the labourforce.
- More students are deciding to take courses to qualify for universities.

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Photo: Cindy Korman

**BOOKS FOR JAMAICA** - Metal Fabrication Chairperson George Betts and Technology Dean Dr. Shirley Holloway donate textbooks for the hurricane-battered College of Arts, Science and Technology in Kingston, Jamaica at a Plumer's fund-raising lunch in late September. See page 4 for a story about all College relief efforts.

## General education program policy is recommended: study is underway

College Council has recommended that George Brown adopt a policy on general education for all its full-time programs.

A committee under Academic Vice-President Garth Jackson will be established to study the issue.

General education means subjects like communications, social sciences, humanities, sciences and arts courses that are not directly related to job skills.

Currently, George Brown has no overall policy on general education, or the number or type of elective courses students take. Individual academic departments now decide the course content of each program.

Jackson says that it's a good time to study the issue, though the concepts and terms involved in the decades-old debate about general education may be out-moded.

Discussions about general education, which have been heard at George Brown in College Council, program advisory committees and the Education Committee

of the Board of Governors, deal with the essential mandate of community colleges.

Some staff and program advisors argue that all program time is needed to teach job-related skills so graduates are more employable.

Others say general education courses are essential because they expose students to aspects of the world outside of their skill area that enhance their lives. They also say general education serves students well as they advance in their careers by giving them better communications and reasoning skills.

Jackson's committee, made up of faculty, chairpersons, deans, graduates and external representatives, is aiming to make recommendations on how George Brown can incorporate general education in its curriculum.

The committee was formed as a result of a recommendation by College Council after its own task force under Health Sciences Dean Dr. D'Arcy Atkins studied

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# Our innovative delivery systems remove physical limits to education



## Comment by Doug Light

For much of its 20-year history, George Brown has struggled with the physical challenges of finding the right classroom and laboratory space for its classes at the right times. Programs have been moved from one place to another to match students with campus facilities. Timetabling has been difficult.

Now, College staff in various departments are exploring innovative methods of educational delivery that largely remove the physical limitations of education. These projects tend to emphasize the needs of our students - providing them with programs and courses when and where they need them.

Our Community Outreach Department is a highly successful example of this type of creative program development. Staff of the Department have put together more than 40 programs in partnership with community groups and social service agencies. More often than not, these programs take education off campus and into the community. Today, George Brown offers educational opportunities for thousands of people at dozens of locations across the city.

The Literacy Network Project of our Academic Division is developing a pilot project that goes even further to break down our current limitations of time and space. Project staff are forging a computer link between community-based literacy projects across Ontario.

The network, which could involve as many as 70 literacy programs extending far into northern Ontario, will allow program staff, tutors, and students to exchange information, teaching methods and correspondence - instantly and cheaply. It will tie these programs together to help thousands of people develop communication skills. With funding from the Ontario Ministry of Skills Development and the federal Secretary of State, George Brown is developing special expertise in computer-based literacy training.

The ability of advanced computer software to supplement student time with

instructors will do much over the next few years to alter our educational mix.

Our Computer Based Learning Centre, under Brenda Bennett, is already incorporating this advanced technology in George Brown classrooms and resource centres. It's clear that the potential for flexibility in on-campus learning and off-campus development in this area is tremendous.

The pilot distance learning project in the Health Sciences Division, in which students accessed course material using microcomputers with modems, is another example of innovation with technology.

The Division has also made impressive strides with its Learning Resource Centres at Casa Loma and St. James. Students in these centres work at their own pace on assignments - with the help of instructors.

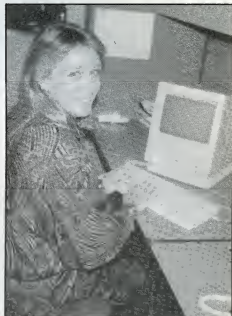
Seneca College's Centre for Individualized Learning is a good example of what can be accomplished in this direction. At any given time, up to 500 students are registered in courses at the Centre, located in the College's Sheppard Campus. Each student meets with an instructor on an individual basis, but proceeds through their course at their own pace, and during their chosen hours, by using written material, computers and audio-visual aids.

Creative use of the resources available to us, including human resources in the community, will also grow in future years.

Already our School of Business and Technology Division are following the lead of our School of Hospitality in designing programs that incorporate work experience. The "externship" feature of our hospitality programs gives students several three-week training positions in some of the city's top hotels and restaurants. New co-op training terms in civil engineering and several business programs take similar advantage of George Brown's location in the centre of Canada's business and industrial communities.

Innovation in delivery systems has also been a feature of our continuing education courses. This fall, for instance, George Brown is co-operating with all Ontario colleges and TV Ontario to offer a small business management program. Students watch the weekly television program and consult with an instructor at their local college.

These innovative delivery methods do away, to a great extent, with our physical limitations as a college, and show exciting new directions for growth.



*Sonja Gundersen, who is a lawyer with Apple Canada, has joined George Brown's Board of Governors.*

## Apple lawyer joins Board of Governors

George Brown is on the right track when it comes to fulfilling the changing role of a contemporary college, says Sonja Gundersen.

"I'm very impressed with the [College's] commitment to the multicultural community of Toronto and servicing the needs of [the various ethnic] groups themselves," she says.

Gundersen, 41, is General Counsel for Apple Canada Inc., the Canadian arm of the American microcomputer company, and a new Board of Governors member appointed last winter by the Council of Regents to represent the community. She is also a member of the Board's Finance Committee.

The College should respond to community and business needs, Gundersen says.

She points to the College's four day care centres as good examples of enterprises which serve both the needs of business - in providing day care spaces - and those of the community in training people for this rapidly growing field.

Gundersen is a native of Miami, Florida. She moved to London, Ont. in the early 1970s with her husband. She spent her first few years doing bookkeeping for small businesses before enrolling in law school at the University of Western Ontario. She graduated in 1983 and was called to the bar in 1985. After working for IBM Canada Ltd. for three years, Gundersen joined Apple Canada Inc. almost a year ago.

# General education

Continued from page 1.

the issue this summer. (The College Council Task Force study is reprinted on page 5 of this issue.)

The College Council report concluded that colleges were intended to offer general education in a "prominent position" in their programs.

It also concluded that George Brown is "behind the times" and more general education needs to be added to programs to ensure the College's "viability as an educational institution."

"We are concerned that our prevailing educational processes are too narrow and too embedded in traditional technology-based models to meet the needs of the future," Atkins' report says.

The first step in a study of general education is deciding on how to define it, says College Council Chairperson Danny Cushing.

College Council decided on a working definition at its September meeting. It said general education, "refers to those subject areas, other than those relating to skills or applied academics, which deal with human life, culture and society, and which contribute to the student's preparation as a thoughtful and participating member of the community."

The impact of this definition on the composition of existing programs is being studied by the Council, along with definitions from other colleges, at the President's request.

Jackson's task force will begin meeting when the definition is established.

The College Council resolution in September calling for a plan to implement a general education policy was an important step - after 20 years of internal debate on the issue, Cushing says.

"The major hurdle has been passed."

A 1984 study of Canadian community colleges found that 43 per cent had general education policies in place.

## Fall enrolment

Continued from page 1.

To encourage enrolment this fall, the College kept programs open until the end of September, and worked with academic division staff in contacting applicants, Watson said.

George Brown had 14,301 applicants to post-secondary programs this fall, an eight per cent decline from 1987, when 15,565 people applied.

Watson credits increased College marketing with "converting" a higher proportion of applicants into registered students.



New College Bookstores Manager Jill Foran (right) helps students Royston Spencer (centre) and Kevin Giles choose texts at the St. James bookstore. Foran, who worked for the W. H. Smith and Classics book chains, says the stores will be modernized to make more money and provide better service.

## Bookstore sales may hit \$2 million

Sales at George Brown's three bookstores may hit a record \$2 million this year.

But before you start imagining the big piles of cash, you should know the College only banks about one per cent of that amount.

After buying the books and supplies, paying staff and other expenses, new Bookstores Manager Jill Foran expects only about \$22,000.

Even that amount is reduced to a loss of \$30,000 when the cost of bookstore space, including heat and light, is included.

Textbooks - which account for most sales - are sold with a standard profit margin of 20 per cent, an amount that barely covers the cost of selling them to students, she says.

The small profit margin on textbooks is why private book chains don't sell texts; they can't afford to.

Texts at George Brown stores range in price between \$6 and \$200 with an average of \$31.50. Students usually have to spend between \$200 and \$300 a year on books.

In fact, no one is earning huge profits from textbooks, according to figures of the Canadian Book Publishers Council.

For every dollar spent on a textbook: 12 cents pays the author(s); seven goes to editors, illustrators and designers; a mere quarter pays for printing; 11 cents is for marketing; 18 cents for the publisher's overhead expenses and taxes; 21 cents for stocking and selling the book; and only 6

cents is returned in pure profit to the publisher.

Foran told George Brown's Board of Governors in October that the first duty of the stores is to provide students with their required texts and some equipment at reasonable cost. After that, they can sell equipment related to courses and "impulse" items at more substantial profits to pay for their operations and return some revenue to the College.

Foran's five-year plan presented to the Board, as part of the Finance Department Operational Review, calls for increasing sales to \$2.75 million and boosting left over revenue to \$168,864 by 1992/93.

It also calls for replacing shelving and fixtures in the stores and installing a computerized cash and stock system.

Kensington's bookstore, which accounts for only three per cent of total sales and is only open a few hours a week, will be closed next year, Foran said.

In addition to selling about 33,000 textbooks a year that are commercially-produced, the stores sell about 7,000 manuals written by College staff and published by George Brown College Press to students in hospitality, health sciences, and academic programs.

These manuals, which are also in use at other colleges, cost between \$4 and \$18.

Foran says she is considering starting a text buyback plan to cut text costs for students in which bookstores would buy back certain texts.

## 500 books, \$5,000 donated to help Jamaican colleges

George Brown staff and students have opened their hearts, wallets and libraries, donating about 500 textbooks and \$5,000 dollars to help rebuild two hurricane-ravaged sister colleges in Jamaica.

"We have in the neighbourhood of \$5,000 [and approximately] 10 boxes of books collected," says Pat Stanojevic, a Consultant with the International Outreach Department and a member of the George Brown Jamaica Colleges Relief Fund. "We're doing very well so far."

The money and books have been collected in a number of fund raising events including a turkey raffle which raised \$3,068.30. Included in that amount is \$174 from a bake sale, with coffee donated by Versa Foods, and baked goods donated by Nova and Unique bakeries.

The lucky winners of the turkeys were: Business student David Williams; Dorothy McGraw of the George Brown switchboard; Fashion and Hospitality Chairperson Joe Rugole; Nancy Sherman of the Association of Canadian Community Colleges; T. Balasca, a student at Kensington Campus; and Inez Whyte, a waitress at Wong's Restaurant on Bathurst Street.

Don's Wholesale Meats donated five of the six turkeys, with a staff member donating the sixth.

Donations - of money and recent college textbooks - were the price of admission to the Jamaica Relief and Friendship Buffet at Plumer's on Oct. 28. About 300 people sampled Jamaican delicacies at lunch and dinner, and brought in \$1,500 and 10 boxes of textbooks.

But the fun's not over yet. On Oct. 28, the Casa Loma gym will be transformed into a Jamaican reggae dance club for Gilbert II The Dance Storm. Ebony Sound Crew are providing the music, and there will be a draw for door prizes - including a brunch for two at Hotel Novotel, and the grand prize - a weekend for two at the Thornbury Harbour Inn, near Collingwood.

The funds and textbooks will be sent to the College of Arts, Science and Technology (CAST) in Kingston and the Hospitality Institute of Jamaica in Runaway Bay, damaged in last month's hurricane Gilbert. CAST sustained the worst damage with staff residences and library destroyed. For information about the fund or events call Stanojevic at ext. 3296.



Photo: Neil McGillivray

*Jewellery Arts instructor Jeff Lee shows second year Gem Setting student Janet Blanchard an animation on equipment in the Centre for Computer-Based Learning at Casa Loma. Lee is developing his own teaching programs with the help of Centre staff.*

## Computer Based Learning Centre boosts new technology for classes

It's a life and death emergency. The inexperienced nurse has only a few seconds to decide how to treat the injured patient.

The nurse listens to the heartbeat, takes blood pressure - then makes the wrong decision. The blood pressure starts to fall as the patient edges closer to death.

Luckily, in this situation, no one's life is at risk. The patient is an actor on an interactive video disk. The fading vital signs are produced in tandem with action on the video screen and the choices the nurse makes by choosing treatment options.

The nurse - or in this case - the nursing student, learns a lesson they won't quickly forget.

"That's the power of the technology," says Brenda Bennett, a Consultant with George Brown's Computer Based Learning Centre.

Using advanced simulation software, students can learn how to handle deadly chemicals, deal with life-threatening medical emergencies, or make potentially disastrous business decisions.

Bennett says the computer teaching technology available today is cheaper and more plentiful than several years ago. It presents College faculty with one of several learning options they can present their students.

"We need to individualize the learning

process," she says. "Adults learn when they see the relevance of the material to their lives."

The CBL Centre was established a year ago, and given the mandate of encouraging and co-ordinating the integration of computers into George Brown classes.

Bennett and Technologist Paul Ho now work with staff from every academic department to ensure they are exposed to the latest technology - and the advantages it can bring to their classes.

Already, computer-managed learning, with students taking tests and being marked on computers, is being done in electronics, nursing and dental programs.

Computer-assisted-learning, in which students use computers to learn lessons, is underway in hospitality, business, academic, and computer-assisted-engineering programs.

The introduction of computer-assisted learning changes the role of the instructor from control to facilitation of the teaching/learning process, says Bennett.

"The teacher is freed up to be more creative and to help individuals."

In addition, computer learning is readily accepted by many students, she says. A computer screen is non-threatening and provides students with immediate "feedback" on their responses to problems.



# General education: three questions we must answer

*Dr. D'Arcy Atkins, Dean of Health Sciences and Community Services, wrote the following paper on general education as the chairperson of a College Council task force on the subject. This paper, along with subsequent resolutions from College Council (see page 1 story), has prompted Academic Vice-President Garth Jackson to set up a task force to develop concrete recommendations on the subject.*

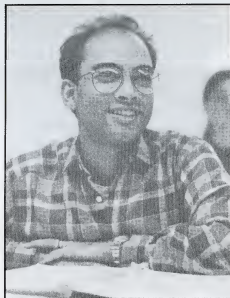


Photo: Mark Rubin

It is the interpretation of the task force that the community college educational process, although described as an "alternative post-secondary option" to the university stream, should nevertheless, provide students an opportunity to grow, not only through the acquisition of employable skills, but also through their more holistic development as contributing members of society. Academic activities leading to the attainment of this latter goal are often found in community college curriculum which is labelled as "general education."

General education was and is intended to occupy a prominent position in college curriculum. It is obvious to the researchers that most designers of college educational systems were, and still are convinced, that through the inclusion of general education into technical programs, graduates will truly possess the necessary resources to function most effectively, not only in the work place, but most importantly, beyond it.

We must recognize that our students have complex and personal educational requirements and that we owe them the opportunity to grow in all aspects of their lives.

## Three Crucial Questions

The Task Force is convinced that it is time to focus more positively on the academic requirements and future life-long needs of our students. We must come to grips with the challenge that is before us and to consider these matters with imagination, with resolve. We must be constantly mindful of the totality of learning requirements of our students.

What can we do? What should we do?

We suggest that immediate and far reaching discussions in the College focus on three major questions:

1. What is general education and why should it form part of the fabric of our educational processes?
2. Who should be responsible for the provision of general education and how should it be formulated in our curricula?

3. When and how should we incorporate all of this into our future programming?

## The First Question

After reviewing the literature, the Task Force suggests that a most able statement on general education has recently been made by Nathalie Sorenson (of St. Lawrence College), in her (1984) national survey of general education conducted for the Association of Canadian Community Colleges. Sorenson states that general education should be an academic activity that focuses on the personal learning and problem solving skills of the individual student. Ideally, general education in college curriculum should deal with the further acquisition of these life skills.

The Task Force, upon investigation, finds that there is no ready agreement in the College as to what constitutes these basic elements of general education. Opinions vary, falling into four general streams:

1. General education doesn't constitute a viable curriculum component in college programs. It's simply "nice to know" content, to be delivered to students if there are extra hours;
2. General education should exist in college curriculum. It should, however, not be core content. It may form elective content. It is, however, secondary to curriculum dealing with skills development;
3. General education should exist as a mandatory element in college curriculum, but as a distinct body of knowledge that is solely imbedded in a study of the humanities. There should be no discernable "bridging" between skills acquisition and

general education components;

4. General education is a distinct body of knowledge which is found, to a great extent, but not wholly, in the humanities. It's of the utmost importance that a strong linkage exist between general education content and skills development.

The Task Force considered the matter of the "whats and whys" of general education at great length. Members of the Task Force generally felt that the question was paramount, striking at the very heart of what we do. Are we, very simplistically, skills trainers? Or are we educators, to be concerned with the student from the holistic viewpoint? Members believe that the College must vigorously pursue and develop a more comprehensive understanding of what it is we are talking about. Perhaps, but not necessarily, we should evolve a definition for "general education." If we do proceed in this direction (and it may be precipitous) we're convinced that this pronouncement must support viable academic tenets.

In order to facilitate the matter, and as a starting point for discussion, the Task Force offers the following as a possible description of general education:

General education refers to those subject areas, other than those relating to skills or applied academics, which deal with people, culture and society, and which contribute to the student's preparation as a thoughtful and participating member of the community.

## The Second Question

The second question - the "whos and hows" of general education - is very likely the most contentious of all the issues which the College must address. If, however, we consider this question in the light of possible answers to our first inquiry, then perhaps answers to this question will flow more readily.

On the assumption that the College will decide to promote general education more vigorously than at present, the matter of who is the purveyor of general education will be determined by decision as to what our general education activities really should be and how we wish to pursue new educational goals for our students. Recalling the "streams of opinion" described in the Question #1 statement, there are three possible options for this question.

### Option 1

If the College opts to accept the premise that general education is merely second-  
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# Three questions about general education

## OPERATIONAL REVIEW

### Review could prompt centralized Student Services

George Brown's Financial Aid Department may move to St. James from 500 MacPherson after a complete review of operations of the Student Services Department.

College Registrar and Director of Student Services Dr. Garry Watson told the Board of Governors that 70 per cent of students getting financial aid are enrolled in programs at St. James.

Student Services staff have been taking stock of their operations and setting both long and short term objectives. Watson outlined some of their accomplishments and goals to the Board, as part of its review of the Department's Operational Review. These include:

- Counsellors have developed new promotional material for their services and seminars on wellness and money management. They are also considering centralizing their services to students.
  - The Peer Tutoring program is expanding to the point where it may need a full-time co-ordinator. Last year, the pilot project was expanded to all campuses and it included 123 tutors who helped 503 students.
  - The Student Career and Employment Centres, formerly called Placement Centres, are also considering centralizing at one location. In past months, they have developed a job search handbook and new promotional material.
  - Health Centres have been transferred administratively to the Physical Resources Department under a new Health and Safety Officer.
  - Housing Services is considering setting up computer terminals at all campuses to allow students immediate access to housing information.
  - Awards and scholarships have increased, with the help of 150 donor companies, to a record of \$250,000. The Department also arranges government loans and bursaries for 80 per cent of George Brown's students.
  - The Athletics Department is expanding its women's programs, and developing an alumni group.
- The Student Services Department as a whole is debating its objectives, levels of service, and management structure, Watson said.

Continued from page 5.

dary, non-core content, then the College should continue to do as it is presently doing.

If this interpretation of general education is accepted as our future direction, then the only real activity the College needs to pursue is a study of our prevailing program offerings to ensure that each program in the College contains some kind of "general" course or courses, to be undertaken by students, and which are not directly devoted to their skills development activities.

#### Option 2

This option supports the premise that general education is a major program partner in the learning program of every student in College programming. The premise also presupposes that the totality of general education is to be found in a study of the humanities.

This option involves a major change in our thinking and, very definitely, a goodly amount of program and course revision throughout the College. The concept of true partnership between the so-called support divisions and the academic divisions of the College will have to be thoroughly explored. It may well be that, if this option is adopted, the support divisions should assume a far greater role in the direct administration of the educational processing for students than is presently the case.

Because this option is not concerned with bridging between skills development curriculum and general education, the staffing for the option is really quite simple. General educationalists already on staff would assume all responsibilities for the provision of content. Further, because the expertise for this academic content presently resides in one division in the College, it follows logically that this division should have a far greater role to play in the academic progression of students than is presently the case.

#### Option 3

Our final option supports the holistic approach to the education of students. Here, skills development and general education are equal partners. Educational activities in each of the subsections supports activities in the other.

As with Option 2, this option requires major revision in program design in the College. Moreover, and of greater consequence, this option also supports the tenet that each and every faculty member, throughout the entire College, will be knowledgeable general educationalists. That is to say, because this option sup-

ports the concept that general education forms the foundation for the practice of all skills, it is imperative that every member involved in skills areas have intimate knowledge of the general education development of his or her students as well as a conscious awareness of the students' development in the skills areas.

Some would say that this option is an impossible dream. And yet, as educators, as visionaries, might we not better assist our students with their futures adopting this option? Perhaps this option is the best.

#### The Third Question

Finally, the task force considered when and how general education should be incorporated in college programming.

The answer to this question is obviously greatly dependent upon our answers to the first two questions. At the same time, it should be stated that there is a sense of urgency. The literature indicates that the matter of general education has been settled or is being settled in other jurisdictions. George Brown is behind the times. We must act very quickly.

How we formulate programming is also quite critical. George Brown is in a competitive mode with other colleges, not only in our system but elsewhere. How we resolve the general education (issue) and the imagination that is employed in building these elements into our curriculum will determine, to a great extent, our viability as an educational institution in future days. The challenge is obvious. Surely, we have the excellent resources to meet the requirements.

#### Conclusion

In our opinion, the matter of general education must be quickly addressed as a viable entity in our programming. We are concerned that our prevailing educational processes are too narrow and too embedded in traditional technology-bound models to meet the needs of the future.

We are concerned that we should be mindful of so many employers of our graduates. We are convinced that our graduates require practising competencies beyond the immediacies of discipline-specific skills. We envision our future graduates as having the capacities to contribute, in a meaningful way, to society, to appreciate their lives beyond the confines of the workplace. We want our graduates to be thinking, contributing members of our communities.

# Events

**Oct. 21- Nov. 6** - The George Brown Theatre Department presents an Autumn Repertory Season at the DuMaurier Theatre, Harbourfront. Artistic Director Heinar Pillar presents *Cry of the Loon* by Morley Callaghan, *Hay Fever* by Noel Coward and at Deer Park United Church, *A Sleep of Prisoners* by Christopher Fry. Tickets \$10. Call 973-4000 or 872-2277 for reservations or information.

**Oct. 24 - 28** Meet the Challenge as George Brown College winds up its 1988 United Way campaign. Last year, College staff and students increased their donations by more than 30 per cent from the previous year's record of \$25,000. Canvassers will be around to provide information and ask for your support.

**Oct. 26** - Film: *The Shining*, 10 a.m., St. James Cafeteria. Free. Presented by the English and Liberal Studies Department and SAC.

**Oct. 27** - Masters Basketball for those 35 and older, in Casa Loma gym. Games every Thursday. Starting time is 7 p.m. Cost is \$15 per semester. Call Albert Da Silva (ext. 2404) for details.

**Oct. 27 - 28** - Library Book Sale at St. James Campus. Used books, magazines and some record albums in good condition will go on sale during regular library hours. If you wish to donate any books, etc., please call Noreen Love at ext. 4364.

**Oct. 28** - Jamaica Day at George Brown  
- Jamaican food will be served at all College cafeterias. For every Jamaican lunch sold Versa Foods, the cafeteria catering company, will donate \$1 to the George Brown College Jamaica Colleges Relief Fund.

- The George Brown College Jamaica Colleges Relief Fund presents *Gilbert II: The Dance Storm*, a benefit dance for the College's two hurricane-battered sister colleges in Jamaica, in the Casa Loma gym and staff lounge. Starting time is 8 p.m. Tickets are \$5 in advance and \$6 at the door. Call Pat Stanojevic (ext. 3296) for details.

**Oct. 29** - The 11th Annual Community Colleges Part-time Teachers Conference, sponsored by the Metro and area Community Colleges, at St. James Campus. The

theme is "From Technical Expert to Teaching Expert: The Making of a Part-time Teacher". Call Maria DeNotaris or Tim Klassen (ext. 3294) for details.

- The Casa Loma Fitness Centre and gym are open 10 a.m. - 4 p.m. every Saturday.



*Brenda Yip of the Business and Industry Training Division will teach staff how to make folded paper cranes and kimonos in workshops starting Nov. 15.*

**Oct. 31** - Board of Governors meeting. 5 p.m., Boardroom 500 MacPherson. Call Pat Smith (ext. 2211) for details.

**Nov. 2** - Film: *One Flew Over the Cuckoo's Nest*, 10 a.m., St. James Cafeteria. Free. Presented by the English and Liberal Studies Department and SAC.

**Nov. 3** - Open House at the Student Career and Information Centre to mark the opening of its Resource Centre. 11 a.m. to 5 p.m., 777 Bloor St. W. RSVP to John Kitchener at 393-0550.

**Nov. 6 - 7** - Sonoma County (California) Wine Tasting Seminar, School of Hospitality. St. James Campus. \$35. Call Wendy Jones (ext. 3454) for details.

**Nov. 9** - Film: *Threads*, 10 a.m., St. James Cafeteria. Free. Presented by the English and Liberal Studies Department and SAC.

**Nov. 14** - A one-day seminar on "Treating the Poisoned Patient" featuring Dr. Michael A. McGuigan, Medical Director of the Poison Information Centre in Toronto. Chelsea Inn, 33 Gerrard St. W., Toronto. \$155 For further information

call 363-5450. Sponsored by George Brown.

**Nov. 15** - The Professional Development Department is presenting a one-hour how-to workshop about Origami, the ancient art of paper folding. Casa Loma, Room C-426 (staff lounge), from noon - 1:30 p.m. Maximum registration of 30. Call Maria DeNotaris (ext. 3294) for details.

- Affirmative Action Advisory Committee Meeting at 8:30 a.m., 500 MacPherson Boardroom. All Welcome. For further information, call June Kingshott (ext. 2217).

**Nov. 16** - Women's Varsity Basketball, Mohawk vs. GBC, St. James gym. Starting time is 7 p.m.

- Film: *Tootsie*, 10 a.m., St. James Cafeteria. Free. Presented by the English and Liberal Studies Department and SAC.

**Nov. 17** - The Professional Development Department is presenting a one-hour workshop about Origami (see Nov. 15), St. James, Room 429, from 1 - 2:30 p.m. Call Maria DeNotaris (ext. 3294) for details.

- College Council meeting, 9 a.m., Boardroom, 500 MacPherson.

**Nov. 19** - Men's Varsity Basketball, St. Clair vs. GBC, 1 p.m. St. James gym.

- Men's Varsity Soccer, Fanshawe vs. GBC, 1 p.m., Lampert Stadium on King Street West.

**Nov. 21-23** - A three-day seminar on *How to Implement Pay Equity* will be presented by George Brown in co-operation with The Pay Equity Commission at the St. James Campus, 9:00 a.m. to 4:00 p.m. Registration fee is \$375.00 and enrolment is limited to 18. For further information call 967-1212, ext. 3292.

**Nov. 21 - 27** - College Week '88: "Our Colleges and Institutes...Building Community from Coast to Coast" is the theme of the week-long national celebration.

**Want to lose weight and/or stop smoking?** Call Human Resources at ext. 2313 if you're interested in taking a Weight Watchers or Smoke Enders program at the College.

Photo: Neil McGillivray

# Names in the News



Photo: Cindy Kallman

**ON YOUR MARK, GET SET, COOK** - Members of George Brown's Culinary Olympic team (from left) Peter Moutsos, Lino Collevocchio and Gordon Landy and Hospitality Instructor and Team Manager Roger Romberg (far right) check over what they hope will be a winning entry in the food world's Olympics held in Frankfurt, West Germany in mid-October. Along with team members Mike Ewing and Bradley Stafford and Hospitality Instructor and Assistant Manager Stephen Langley, they served their hot menu - roast beef tenderloin, chicken liver mousse, scalloped potatoes, patty pan squash and broccoli - at a luncheon for team sponsors in Plumer's Dining Room in early October.

The Human Resources Department has told us of the following staff changes:

New administrative staff include: **Nickey Alexiou** in the Registrar's Department at St. James; **Susan Hunter** in the soon-to-be-opened Queen Street Day Care Centre; **Nettette Kerr** in the Finance Department at MacPherson; **Jackie MacDonald** in the Registrar's Department at Casa Loma; and **Man Yum** in Building staff at Casa Loma.

New faculty include: **Peter Avery**, **Joanna Berlinghoff** and **Isa Burns** in English and Liberal Studies at Kensington; **Christine Barbetta** and **Cynthia McNairn** in Post-Diploma Nursing at Nightingale; **Frank Belluomini** in Furniture Production and Design at Kensington; **Michael Bezemer** and **Murray Burton** in Architectural Technology at Casa Loma; **Stephen Burr** in the Meat Cutting Program at Kensington; **Alexander Caven** in the School of Business at St. James; **Angela Chan** and **Maureen Godfrey** in Health Sciences at St. James; **Douglas Collins** in Academic Upgrading at Casa Loma; **Allen Ellis**, **Thomas Hague**, **David Lanier**, **Ergun Ozdemir** and **Christopher Vickers** in Mechanical Systems Technology at Casa Loma, **Trevor Ellis** and **Thomas Roberts** in Electrical Technology at Casa Loma;

**Kathleen Hamilton** and **Roger Maurer** in the School of Hospitality at St. James; **Anthony Hotchkiss** in Computer Aided Engineering at Casa Loma; **Robert Irvine** in the Fashion Division at Kensington; **Gerard Kennedy** in the Support Services for the Handicapped Department at Casa Loma; **Sheila McMillan** in the Special Needs Office at Casa Loma; **Barry Maddock**, **Anthony Novelli**, **Richard Snoddon** and **Peter Wood** in the Metal Fabrication Department at Casa Loma; **James Meikle** in the Graphic Arts Division at St. James; **Maureen O'Hara** in the English and Liberal Studies Department at Casa Loma; **Elaine Smith** in the Community Services Department at Nightingale; and **Henry Whalen** in the Support Services for the Handicapped Department at St. James.

## City College News

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New support staff include: **Sonia Bartley** and **Lorella Lee** in the Finance Department at MacPherson; **Richard Blackmore** in the Admissions Office at Casa Loma; **Jacqui Cook** in the Fashion District Day Care Centre on Richmond St. E.; **Michel Gauthier** and **Ayoka Junaid** in the Support Services for the Handicapped Department at St. James; **Maura Giffney** in the President's Office at MacPherson; **Fiona MacPherson** and **Jane Strickland** in the Admissions Office at St. James; **Ruth McGregor** in the Community Services Department at Nightingale; and **Lisa Trudel** in the Public Relations Department at St. James.

Internal transfers include: **Lois Athanasia**, who left a faculty position with the Futures program for one with the Adult Career Centre at 12 Shuter St.; **Karie Au**, who has been promoted to General Accounting Supervisor; **Mary Hofweller**, who left an administrative post with the Finance Department for one in the Human Resources Department; **Olive Masters**, who left a support position with the Futures program for a faculty post in the same program; **Denise McDowell**, who left a support position in the School of Business for one in the Registrar's Department; **Doug MacLaren**, who left a position with the Ontario Hostelry Institute for one in the Research and Planning Department; **Robert McLaughlin**, who left the Adult Career Centre for a faculty post in the Metal Fabrication Department; **Ida Noel**, who left the Adult Career Centre at 12 Shuter St. for a faculty position in the Upgrading Department at Casa Loma; **Lidia Pirraglia**, who left a position with the Registrar's Department for one with the Business and Industry Training Division at St. James; and **Olga Zamora**, who left Futures program staff for a position as a counsellor at Casa Loma.

Name changes include: **Karen Spence**, who is now **Karen Braithwaite**; **Teena Mason**, who is now **Teena Claveau**; **Kathryn Harrison**, who is now **Kathryn Daigle**; **Janice Armstrong**, who is now **Janice Ghazal**; **Joan DeBoer**, who is now **Joan Lloyd**; and **Anne Kulperger**, who is now **Anne MacKenzie**.

Retirements include **Earl Gould** of the Technology Division, **Juanita Keith** of the Health Sciences Division, **Allan Marshall** of the Academic Division, and **Mary O'Neill** of Student Services.

Leaving the College are: **Zenaïda Bernardo**, **Luigi Dinunzio**, **Diahn Needles**, **Donna Peart**, **Marie Read**, and **Joan Wilson**.